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Literature Sources:

FACTORS AND DETERMINANTS OF PRIMARY TEACHER EFFECTIVENESS IN ZIMBABWE[1]

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Abstract

This article is part of the study carried out in Zimbabwe between 1988 and 1994. The article examines primary teacher effectiveness using such variables as supervision by school heads and education officers, availability of resources, schemes of work, lesson plans, record-keeping teaching and learning aids, classroom management, class management, language and communication, personal qualities, and the country's education philosophy. On the whole, it was established that the majority of primary teachers in the study were not effective in "high order skills areas." The area in which these teachers were least effective was the country's education philosophy of Education With Production. The article concludes by giving brief recommendations.

Introduction

Since the attainment of independence, Zimbabwe has been pre-occupied with quantity in education. This was to accommodate pupils of school going age, who, because of the policies of colonial rulers, were not able to attend school. As years went by, it became clear that some of these pupils

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1 This study was funded by the Research Board of the University of Zimbabwe.

who were admitted into schools since independence left primary school without being able to read and write. This meant there was something wrong with the quality of education. The purpose of this study was to find out the contribution of teachers towards the quality of primary education in Zimbabwe. Were these teachers effective? On their own, primary teachers are limited in this regard. Hence the research looked into their qualifications, experience, the type of schools at which they taught, the responsible authority, facilities at the school, among such other critical issues that contribute towards primary teacher effectiveness.

Research Design

This is a survey research. It was both quantitative and qualitative. It was quantitative because the questionnaire used resulted in information that was quantifiably analyzed.

Sample and Sampling Procedure

The target population was primary school teachers trained since Zimbabwe attained independence (1981-1991). The sample was based on schools from the country's nine educational provinces. These schools were chosen using stratified random sampling accounting for geographical location and responsible authority. The number of teachers trained since independence, according to the Department of Teacher Education (D.T.E.) pass lists was 15 397. The sample chosen from this population was 640, which is 4.2 percent of the total population. This figure, given the fact that teachers were observed actually teaching, was representative of the chosen target population.

Research Instruments

In this study, three main types of instruments used were questionnaires and primary and secondary sources. The questionnaire had four major sections. Section A solicited information on the background of the school, that is its location, responsible authority, category, and number of pupils.

Section B was about the school head, namely gender, experience, qualifications, and other variables. Section C sought information on the background of the teacher, namely gender, qualifications, age, experience, type of training, grade taught, subject taught when observed, supervision by the head and education officers, satisfaction or lack of it with issues such as workshops, material provision at school and administration in general. The final section – Section D – of the questionnaire focussed on the process variables such as schemes of work, lesson plans, classroom management, class management, language and communication, personal qualities, and education philosophy.

Data Collection Techniques

Data collection was done by nine different teams based in the country's nine educational provinces. Team members underwent orientation training at the University of Zimbabwe. The present author took part in the collection of data in all the provinces. The technique used was the face-to-face interview. The researchers filled in the interview schedules and directly obtained information from the interviewees. This was the case with information collected from the headmasters and teachers on their background.

The other data was collected through a combination of observation and analysis of documents. Assessments were also made of data from registers, exercise books, plan books and pupils' exercise books. Observation technique as a method of collecting data has its weaknesses. There is the human element whereby the observers may be subjective in their rating and assessment. That is why it was necessary to include other sources of data such as exercise books, registers, teaching charts, and so on.

Data Processing Techniques

Descriptive statistics were used to analyse the data. These were obtained using the Statistical Package for Social Science (SPSS) at the University of Zimbabwe's Computer Centre.

Reliability of Instruments

A split-half reliability co-efficient of 0.78 was obtained on the instrument.

Table 1 shows the distribution of subjects by region.

Table 1

Distribution of Respondents According to Regions

	N	%
Harare	57	8.9
Mashonaland West	63	9.8
Mashonaland East	55	8.6
Matebeleland North	71	11.1
Matebeleland South	16	2.5
Masvingo	121	18.9
Mashonaland Central	133	20.8
Manicaland	58	9.1
Midlands	66	10.3
Total	640	100.0

The majority of the subjects were from Mashonaland Central (20.8%). Matebeleland South had the least number of subjects (2.5%).

Responsible Authorities

Table 2 contains information on responsible authorities whose primary teachers took part in this exercise. They were Government, 309 (48.3%), District Councils, 243 (38.0%) and private (mainly mission) 88 (13.5%). There were relatively more Government than other teachers because Government schools, especially in urban schools are relatively larger. Since sampling was according to schools, data collectors found more teachers who had trained since independence at urban Government than district council (mostly rural) schools.

Table 2

Distribution of Respondents by Responsible Authorities

	N	%
Government	309	48.3
District Council	243	38.0
Private/Committee	88	13.7
Total	640	100.0

Location of Schools

The schools that took part in the study were located in large urban areas (Bulawayo and Harare), small urban areas (Mutare, Gweru, Masvingo etc.) and rural areas. The distribution of teachers who took part was as follows: large urban areas, 206 (32.2%), small urban areas, 126 (19.7%) and rural areas, 308 (48.1%) (Table 3). The largest group of participants came from the rural areas. This is to be expected since the biggest number of people live in these areas.

Table 3

Location of Schools whose Teachers Took Part

	N	%
Large Urban Areas	206	32.2
Small Urban Areas	126	19.7
Rural Areas	308	48.1
Total	640	100.0

Category of Schools

The main categories of schools (Table 4) whose teachers took part were former Group A, B, and C. In this context former Group A were for Whites (including Coloureds and Asians); Group B for urban blacks while Group C were for non-Government rural and commercial farming schools. Under this section the figures were: Group A, 100 (15.6%), Group B, 226 (35.3%) Group C and non-government 314 (49.1%). The biggest number (49.1%) came from former Group C schools which happened to be based in rural areas.

Table 4

Categories of Schools whose Teachers Took Part

	N	%
Former Group A Govt	100	15.6
Former Group B Govt	226	35.3
Former Group C/Non-Govt	314	49.1
Total	640	100.0

Background of the Heads whose Teachers Took Part

Information was collected on the background of the heads where teachers who were assessed taught. Consequently, the headmasters' background is seen through the teachers who took part.

Gender. In terms of gender, 572 (89.4%) of the teachers were under male heads (Table 5). These figures were representative of the situation in the country as a whole, as well as that of other developing countries. More male than female teachers are promoted to administrative positions. At times this is irrespective of performance.

Table 5

The Gender of Heads where Primary Teachers who Participated Taught

	N	%
Male	572	89.4
Female	68	10.6
Total	640	100.0

Age and Experience of Heads. The reader is reminded that information contained in Table 6 pertains to the ages of the primary school heads under whom the primary teachers observed worked. It is clear that the majority 434 (67.8%) of the primary teachers observed worked under heads who were 41 years old and above. This is to be expected because to be a school head, one needs to be fairly experienced. In addition, it was established that 349 (54.6%) of the observed teachers were under heads who had been in this position for at least nine years. The majority of these teachers 492 (76.9%) were under permanent heads.

Table 6

Primary Heads' Age Distribution

	N	%
20 - 25	10	1.6
26 - 30	8	1.3
31 - 35	61	9.5
36 - 40	127	19.8
41 - 45	184	28.8
46 and above	250	39.0
Total	640	100.0

Qualifications of the Heads. The number of primary teachers headed by heads with "O" levels was 517 (80.8%), Grade 11, 3 (1.3%) and "A" levels 115 (18.0%). It is interesting to note that a substantial number of heads had "A" level academic qualifications. Unfortunately, opportunities for these people to do university degrees in Zimbabwe were limited at the time this study was carried out. In August 1992 it was announced by the University of Zimbabwe that B.Ed. degrees would be offered in Primary and Early Childhood Education. The B.Ed. (primary) degree started in 1993.

The professional qualifications of the heads, according to the teachers who took part, were distributed as follows: PTL or T4, 101 (15.8%), PTH/T3 148(23.1%), and Certificate in Education 391 (61.1%). From these figures, it means the majority of the heads had the Certificate in Education offered by the University of Zimbabwe.

Background of Teachers who Took Part

Gender. The gender of primary teachers from whom data was collected was 220 (34.4%) male and 420 (65.6%) female (Table 7). According to this sample, there were more female than male primary teachers. Since independence the trend has been that more female than male candidates have been training as primary teachers.

Table 7

Gender of Primary Teachers who Took Part

	N	%
Male	220	34.4
Female	420	65.6
Total	640	100.0

Qualifications. The academic qualifications of these primary teachers were given as follows: 5 "O" levels plus English, 495 (77.3%), "A" levels 18 (2.8%) and grades 11, 127 (19.8%). The majority of these primary teacher, therefore, had "O" level academic qualifications. In terms of training, 602 (94.1%) and 38 (5.9%) did the pre-service and in-service Certificate in Education respectively. This meant, as should be expected, the overwhelming majority had the pre-service Certificate in Education of the University of Zimbabwe. This was a true reflection of the situation in the country since all those who trained as primary teachers in post-independent Zimbabwe were awarded the pre-service Certificate in Education of the University of Zimbabwe

Type of Training. Participants in this research were trained under three types of training. These were: the three-year conventional method, 227 (35.5%), the four-year conventional method, 163 (25.5%) and the ZINTEC method 250 (39.1%). That the ZINTEC-trained teachers constituted the biggest number is not surprising. This is because during

the period under review, the ZINTEC programme produced more teachers (5 887) than the conventional 5 416). This was despite the fact that there were more conventional (7) than ZINTEC (4) primary teachers colleges.

Ages of Primary Teachers who Participated. Primary teachers who participated in this study were relatively young (Table 8). In fact, 516 (80.6 were between 24 - 33 years of age. These ages were further confirmed by these teachers' teaching experiences after initial training. Out of a total of 640, 69 (10.8%) had taught for less than 1 year, 85 (13.3%) taught for between 1 and 2 years, 421 (65.8%), for between 3 and 8 years, and 65 (10%) for 9 years and above. In fact, 18 (2.8%) had taught for 11 years and above. Even though these teachers were relatively young, the majority, 460 (71.9%) were married, while 150 (23.4%) were single, 24 (3.9%) were divorced and 6 (0.9%) were separated.

Table 8

Respondents' Ages

	N	%
18 - 23	36	5.6
24 - 28	261	39.8
29 - 33	61	40.8
34 - 38	59	9.2
39 and above	29	4.2
Total	640	100.0 0

Primary Grades Taught During Observation

Primary education in Zimbabwe runs from Grades 1 to 7. As Table 9 indicates teachers were observed teaching all the grades. The distribution of grades was fair in that the percentages ranged from 11.0 to 20.0 percent. In rank order the distribution was Grade 6, 129 (29.2%), Grade 7, 96 (15.0%), Grade 2, 94 (14.7%), Grade 3, 88 (13.7%), Grade 5, 86 (13.4%), Grade 1, 79 (12.3%), and Grade 4, 68(10.6%). *The important point to note is that the teachers were observed teaching all primary grades.*

Table 9

Primary Grades Taught During Observation

Grade	N	%
One	79	12.3
Two	94	14.7
Three	88	13.7
Four	68	10.6
Five	86	13.4
Six	129	20.2
Seven	96	15.0
Total	640	100.0

Subjects which Teachers were Observed Teaching.

Primary teachers were observed teaching a total of 9 subjects. There are about 11 subjects taught at primary level in Zimbabwe. The subjects in which primary teachers were observed teaching were 82.0 percent of the total offered nationally. In short, the subjects in the sample were representative of those taught nationally at primary level. It will be

noticed (Table 10) that relatively big numbers of primary teachers were observed teaching subjects such as English Language, 206 (32.2%); Mathematics, 154 (24.1%); and Shona, 102 (15.9%).

Samples from any student teacher's teaching practice reports as well as reports by education officers shows that these are the subjects that dominate when student teachers and teachers are observed. These three subjects, in addition to the General Paper and Ndebele (for Ndebele speakers), are nationally examined at Grade 7. Whether this is a coincidence or a reflection of the importance attached to these subjects in primary education, is difficult to say. But it may be safe to state that this is a reflection of the importance attached to these subjects nationally.

Table 10

Subjects Which Teachers Were Observed Teaching

Subject	N	%
Religious and Moral Studies	38	6.0
Mathematics	154	24.1
Art and Craft	22	3.4
Shona	102	15.9
Ndebele	36	5.6
Social Studies	42	6.6
Environmental and Agricultural Studies	22	3.4
Physical Education	18	2.8
English Language	206	32.2
Total	640	100.0

Promotion Since Initial Training.

Under normal circumstances, promotion is recognition of a person's effectiveness, competence, or efficiency. That is why it was necessary to establish how far primary teachers trained since independence had been promoted (Table 11). The majority of these teachers, 537 (83.9%) had not been promoted since completing their initial pre-service training. But it should be recognised that 103 (16.1%) had been promoted to positions such as teachers-in-charge, deputy heads and heads. Given the relatively short period of roughly ten years in service, this was not a small achievement.

Table 11

Primary Teachers Promoted Since Initial Training

	N	%
Teacher in Charge	39	6.1
Deputy Head	36	5.6
Head	28	4.4
Not Promoted	537	83.9
Total	640	100.0

Further Academic Studies Since Initial Training

Academic qualifications are a pre-requisite for entry into most professions in the world. This is much more the case in respect of a profession such as teaching. Teachers are expected to further their academic studies to keep abreast of new developments (Table 12). The majority of these primary teachers, 512 (80.0%) in the sample, had not done further academic studies since their initial training.

Table 12

Further Academic Studies by Primary Teacher Since Initial Training

	N	%
"O" levels	43	6.7
"A" levels	72	11.3
B. Ed./BA/BSc	13	2.0
Nil	512	80.0

The reader may be surprised to see that 43 (6.7%) had done "O" levels and yet we noted that this was a requirement for entry into primary teachers' colleges. Those who did "O" levels after their training were some of the teachers with Grade 11 qualifications. Due to the fact that Grade 11 qualifications tend to be looked down upon as compared to "O" levels, several teachers with Grade 11 qualifications wrote "O" levels. Most of these passed with little difficulty. At one time teachers with Grade 11 qualifications could not be accepted to do the B.Ed degree. This was yet another reason prompting Grade 11 holders to do "O" levels. The University of Zimbabwe later modified this stipulation. People with Grade 11 qualifications can be admitted into the B.Ed. degree as long as they have "A" level passes and a Certificate in Education awarded by the University of Zimbabwe. While the majority of the primary teachers in the sample had not done further studies since their initial training, 128 (20.0%) had obtained "O" levels, "A" levels and/or initial degrees.

Supervision of Primary Teachers by School Heads

Primary teachers in the sample were requested to indicate how often they were supervised by their heads in one year (Table 13). The results show that the highest figure pertaining to the number of times heads had formally supervised their teacher in one year was "Nil" 166 (25.9%). The

majority of these teachers, 422 (65.9%) had been supervised between "Nil" and two times per year by their heads.

Table 13

Supervision of Primary Teachers by School Heads per Year

	N	%
Nil	166	25.9
Once	125	19.5
Two Times	131	20.5
Three Times	127	19.8
Four Times	34	5.3
Five Times	24	3.8
Six Times	21	3.3
Seven Time and Above	12	1.9
Total	640	100.0

Frankly, to the present author this was a big surprise because it is clear that supervision by school heads was inadequate. One would have thought that since heads are based at schools and interact with teachers on almost a daily basis, their visits to their teachers' classes would have been more than what was recorded. The head's supervision in teacher effectiveness is crucial. It is the leadership of a school that makes the difference between mediocrity and excellence on teacher effectiveness as well as improve the quality of education in general, for as Hechinger (1989) in a foreword, in Davis et al p17, notes:

> I have never seen a good school (which includes effective teachers) with a poor principal, or a poor school (with ineffective teachers) with a good principal. I have seen unsuccessful schools turned around into successful ones and, regrettably, outstanding schools slide rapidly into decline. In each case the rise or fall could readily be traced to the quality of the principal.

Supervision of Primary Teachers by Education Officers

In Zimbabwe, primary teachers, heads inclusive, are also supervised by education officers and district education officers. It was imperative that we establish the frequency of supervision at this level (Table 14). The majority of primary teachers, 454 (70.9%), had not been supervised by education officers in the whole year. This means the frequency of supervision by education officers at primary level in Zimbabwe was worse than that of the heads. This does not paint a good picture for teacher effectiveness. If education officers do not supervise teachers, the heads fall into the same habit. If heads are not supervised, these heads also do not supervise the teachers. It becomes a vicious circle, which adversely affects the effectiveness of both the trained and the trainee teachers.

Table 14

Supervision of Primary Teachers by Education Officers per Year

	N	%
Nil	454	70.9
Once	142	22.2
Two Times	19	3.0
Three Times	14	2.2
Four Times	5	0.8
Five Times	3	0.5
Six Times and Above	3	0.5
Total	640	100.0

Put in other words, whatever fine training student teachers may receive, without adequate supervision to re-inforce what has been learnt at college, when they become qualified teachers, they may deteriorate and become ineffective. *The Ministry of Education and Culture needs to seriously look into ways and means of improving supervision at primary level.*

Teacher Effectiveness and other Variables

Teacher effectiveness is complex. There are certain school-based variables that affect the teacher's performance. These include seminars or workshops organised for these teachers, supervision by both heads and education officers, [see above], teaching guides, exercise books for pupils, availability of textbooks, classrooms, desks, chairs (for both teachers and pupils). These input variables, one way or the other affect teacher effectiveness.

That being the case, this study solicited information on the degree of satisfaction of the primary teachers on the issues outlined (Table 15). There were nine items which primary teachers were requested to rate in terms of being satisfactorily provided. Of course, the data collectors saw some of the things for themselves, for example, chairs, classrooms, textbooks, exercise books, and teaching guides. So they were able to confirm the teachers' answers.

Table 15

Primary Teachers' Degree of Satisfaction with School Based Input Variables or Factors

	Not Satisfactory		Satisfactory		Total	
	N	%	N	%	N	%
Seminars or Workshops by Ed. Officers	444	69.4	196	30.7	640	100
Supervision by School Heads	360	56.3	280	33.8	640	100
Supervision by Senior teachers	424	66.4	215	33.6	640	100
Teaching Guides	358	55.9	282	44.1	640	100
Exercise Books for Pupils	238	37.2	402	62.8	640	100
Reading Textbooks for Pupils	363	56.7	277	43.33	640	100
Classrooms	231	36.1	409	64.0	640	100
Desks and Chairs for Pupils	237	37.1	403	63.0	640	100
Desks and Chairs for Teachers	219	34.2	421	65.8	640	100

Out of the nine items, primary teachers were satisfied with the provision of four items. In rank order, these were: desks and chairs for teachers, 421 (65.8%), classrooms (64.0%), desks and chairs for pupils (63.0%), and exercise books for pupils, 401 (62.8%). On the other hand, primary teachers were not satisfied with the provision of five (5) items. These were: seminars and or workshops by education officers, supervision by senior teachers, supervision by school heads, reading textbooks for pupils and teaching guides. In all, there were more items (5) in which primary teachers were dissatisfied than items (4) in which they were satisfied. The results in Table 15 confirm what has been discussed above, particularly with regard to supervision by heads, education officers, and the mounting of seminars for teachers.

This section of the discussion looks at information collected through the questionnaire and the interview schedule. This data covered issues such as schemes, lesson plans, record-keeping, teaching and learning aids, classroom management, class management, language and communication, personal qualities, and educational philosophy. With slight modifications here and there, the variables used in assessing teacher effectiveness in this research were, and still are (1994) the ones used by the college lecturers, education officers, district education officers, headmasters, and their deputies when assessing student teachers, and qualified teachers in terms of their effectiveness when teaching.

Primary Teacher Effectiveness in Schemes

Items under this section were: statement of broad aims, content segments, variety of sources, and evaluation (Table 16).

Table 16

Primary Teacher Effectiveness in Schemes of Work

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Statement of Broad Aims	230	35.9	410	64.1	640	100.0
Content Segments	181	28.3	459	71.9	640	100.0
Variety of Sources	377	58.9	283	41.1	640	100.0
Evaluation	321	50.2	319	49.8	640	100.0

Information contained in Table 16 indicates that primary teachers were rated effective in statement of broad aims and content segment. On the other hand, these teachers were rated ineffective in the use of a variety of sources and evaluation.

Schemes evaluation tended to be ritualistic. Comments such as "the topic was covered" were common. These comments were too generalised to be useful. Not only that, the situation was not helped when certain regions requested their teachers to follow combined schemes and plans locally known as scheme-cum-plans. There were confusions among several teachers who attempted to follow this method.

The lack of use of a variety of sources was a serious problem. The majority of the primary teachers relied on prescribed textbooks. These same textbooks appeared under "sources of matter". The tendency by most training colleges in Zimbabwe is to train student teachers on how to use sophisticated gadgets such as overhead projectors, photocopiers, heat-scanners, and so on. The truth of the matter is that the majority of these students, on completion of their training, will not have access to these gadgets. Not surprisingly, these teachers tend not to be innovative in the sources they use. Training in the use of a variety of sources should be done under professional studies. Unless that is done, primary teachers will use unimaginative methods of teaching based on limited resources.

Primary Teacher Effectiveness in Plans

Lesson plans are regarded as crucial in teaching in Zimbabwe's primary education system. Lesson plans contain information on what teachers teach on a daily basis. Items rated were: regular planning, objectives, planning sequence, content appropriateness, and evaluation (Table 17). These primary teachers were rated as effective in all except one item. This was lesson evaluation, which scored 53.3 percent in the "not effective" column.

Table 17

Primary Teacher Effectiveness in Plans

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Regular Planning	171	26.7	469	73.3	640	100.0
Specific Objectives	213	33.3	427	66.7	640	100.0
Planning Sequence	181	28.3	459	71.7	640	100.0
Content Segments	201	31.4	439	68.6	640	100.0
Content Coherence	204	31.9	436	68.1	640	100.0
Content Adequacy	194	30.3	446	69.7	640	100.0
Content Appropriateness	201	31.4	439	68.6	640	100.0
Evaluation	314	53.3	299	46.7	640	100.0

As in the case of schemes, evaluations in lesson plans tended to be ritualistic. It was not uncommon to come across statements such as "the lesson was successful," "children enjoyed the lesson," "some children did not understand the subject," "the lesson was covered." Such comments beg for more questions. In what way did the pupils enjoy the lesson? Why did some children not understand the subject? What was done as a

follow-up to the lesson? Was the teacher also not to blame? Evaluations scrutinised showed that primary teachers tended not to be self-critical or self-evaluative. The fault was with the lesson, as if the lesson taught itself or was itself a teacher. Lesson evaluation is important in several ways. It shows how far children understood what was taught; areas of weakness or strength; weak, average or fast learners; and above all, strategies adopted by the teacher to improve upon the learning-teaching situation.

Primary Teacher Effectiveness in Records.

Items assessed under records included: marking exercise books, marking registers, remedial records, progress test records, and individual pupils' records (Table 18). The idea was not only to establish the availability of such records but also whether these records contained relevant and useful information. Record-keeping is important in learning-teaching situations. Robinson (1980) discusses the importance of practical aspects of assessment, evaluation, and record-keeping. Even though this is from the Nigerian context, it has some relevance for Zimbabwe. On marking, Robinson (1980: 96-134) has this to say:

> Marking is a form of record keeping. The regular marks and grades in a pupil's book give a record of his performance. Marking enables the teacher to compare a pupil's progress at different times and to compare the performance of one pupil with another. Where ... promotion depends on continuous assessment the marks teachers award their pupils... become a vital instrument ... Knowing their marks helps pupils to learn by themselves. Pupils stand to benefit a great deal from the marking of the teacher.

In other words record-keeping is useful in supplying accurate data on pupils' educational progress, their character and conduct. Teachers should keep accurate records to assist in planning future teaching, revision, and setting of tests. Accurate records inform other teachers, headmasters, education officers, parents, and guardians exactly what pupils learn or are supposed to learn.

Table 18

Primary Teacher Effectiveness in Records

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Marking Exercise Books	212	33.1	428	66.9	640	100.0
Marking Register	178	27.1	462	71.9	640	100.0
Remedial Records	368	57.5	272	42.5	640	100.0
Progress Test Record	264	41.2	376	58.8	640	100.0
Individual Pupil Record	364	57.1	274	42.8	640	100.0

As far as this study was concerned (Table 18), primary teachers were rated effective in marking exercise books, marking registers, and in keeping progress test records. A few comments would be useful. That primary teachers were rated ineffective in remedial records and in individual pupils' records is not surprising. This is in line with the fact that the same teachers were rated ineffective in lesson evaluations. We noted that lesson evaluations did not show comments as to remedial actions taken to assist weak pupils. In remedial record books, should be found information on what work was covered by these teachers when carrying out remedial work with weak pupils. For teachers trained after independence, ineffectiveness in remedial record keeping seemed sheer negligence. This is because during their training this is emphasised. The individual pupil's record is also important in that it gives information on the background of pupils, which might assist teachers with pupils who have learning difficulties.

Primary Teacher Effectiveness in Learning and Teaching Aids

Participants were assessed in learning and teaching aids. The items rated were: relevance of aids to lesson objectives, utilisation of a variety of aids, utilisation of local teaching aids, neatness of aids and clarity of aids (Table 19). Primary teachers in this study were rated effective in two items. These were: neatness and clarity of aids. On the other hand, they were rated ineffective in three items. These were: relevance of aids to lesson objectives, utilisation of variety of aids and utilisation of local teaching aids. *On this section, going by the majority of items (3 out of 5) it would be correct to conclude that primary teachers were rated as ineffective.* In the majority of cases, the teaching aids noted in the teachers' plans consisted of prescribed textbooks. Some teachers mentioned the chalkboard as a teaching aid. True, chalkboards are teaching aids but this is obvious.

Table 19

Primary Teacher Effectiveness in Learning and Teaching Aids

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Relevance of Aids to Lesson Objectives	324	50.3	328	49.7	640	100.0
Utilisation of a Variety of Aids	342	53.5	398	46..6	640	100.0
Utilisation of Local teaching Aids	326	51.0	314	48.0	640	100.0
Neatness of Aids	267	41.7	373	58.3	640	100.0
Clarity of Aids	250	39.0	390	61.9	640	100.0

Taken together, the items of teaching aids in which these primary teachers were found ineffective are those areas where innovativeness is needed. To use a variety of aids relevant to lesson objectives, aids found in the locality requires teachers who are not only innovative but imaginative as well. Again, one could trace this problem to initial pre-service training. During their training, student teachers are exposed to "modern" teaching aids. At times primary teachers prefer ready-made teaching aids that come from the Audio Visual Services of the Ministry of Education and Culture to making aids from locally available materials. Yet the locality of primary schools is full of relevant teaching aids with which pupils are familiar. In-service training in the use of relevant and locally made teaching aids would be useful.

Primary Teacher Effectiveness in Classroom Management

Under this section, there were four items. These were: seating arrangements, neatness or tidiness of the classroom, teacher displays and children displays (Table 20). In all these items primary teachers were rated as effective.

Table 20

Primary Teacher Effectiveness in Classroom Management

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Seating Arrangements	150	23.4	490	76.6	640	100.0
Neatness or Tidiness of the Classroom	147	22.9	493	27.0	640	100.0
Teacher Displays	188	29.4	452	70.7	640	100.0
Children Displays	265	41.4	375	58.6	640	100.0

Primary Teacher Effectiveness in Class Management

In all, there were 15 items used. The majority of these items were concerned with methodology or professional aspects of primary teaching. Out of the 15 items, primary teachers were rated effective in 10. These were: pupil participation (73.0%), class control (71.0%), pupil-pupil interaction (69.2%), mastery of content (68.3%), use of group work (67.0%), lesson development (64.3%), written work given in class (63.9%), questioning techniques (62.3%), teacher-pupil interaction (58.2%) and lesson introduction (54.7%) (Table 21).

Table 21

Primary Teacher Effectiveness in Class Management

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Lesson Introduction	290	45.3	350	54.7	640	100.0
Lesson Development	228	35.7	412	64.3	640	100.0
Use of Group Work	211	33.0	429	67.0	640	100.0
Teacher-Pupil Interaction	268	41.9	372	58.2	640	100.0
Pupil-Pupil Interaction	197	30.8	443	69.2	640	100.0
Questioning Techniques	241	37.7	399	62.3	640	100.0
Class Control	186	29.0	454	71.0	640	100.0
Pupil Participation	169	26.4	471	73.6	640	100.0
Remedial Work in Class	327	51.1	313	48.9	640	100.0
Written Work in Class	295	46.1	345	63.9	640	100.0
Discovery Method	368	57.5	272	42.5	640	100.0
Role Play	399	62.4	241	37.7	640	100.0
Mastery of Content	203	37.7	437	68.3	640	100.0
Individual Pupil Attention	430	67.1	210	32.8	640	100.0
Lesson Summary	367	56.4	273	32.6	640	100.0

On the whole, we may conclude that primary teachers in Zimbabwe were rated effective in class management since they scored above the 50.0% cut-off point in 10 (66.6%) of the 15 assessed items. A closer analysis of the 10 items reveals that some of these tended to be routine. Among these were: class control, use of group work, and questioning techniques. As far as class control was concerned, at times one felt that there was too much control by the teachers. Primary pupils are relatively young, such that they need some flexibility of movement and communication among themselves.

Primary Teacher Effectiveness in High Order Skills Areas

Having noted that some of the items in which primary teachers were effective were routine, it is important to assess those items in which primary teachers were rated ineffective. These were: lesson summary (32.6%), individual pupil attention (32.8%), role play (37.7%), discovery method (42.5%), and remedial work in class (48.9%). In our judgement, these items belong to "high order skills areas". They require skilful and innovative teachers. Teachers who accomplish these skills are outstanding and distinct. During training such teachers end up being awarded distinctions. True, primary teachers were, on the whole, rated effective in class management but were rated ineffective in "high order skill areas" which means they were average performers.

Primary Teacher Effectiveness in Language and Communication

Under this section, primary teachers were assessed in expression, voice clarity ad modulation (Table 22).

Table 22

Teacher Effectiveness in Language and Communication

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Voice Clarity	265	41.4	375	58.6	640	100.0
Modulation	230	36.0	410	64.0	640	100.0
Expression	172	26.8	468	73.2	640	100.0

According to the results contained in Table 22, primary teachers were rated effective in language and communication. There was, however, a tendency by some primary teachers to mix Shona, Ndebele, and English. Maybe this was inevitable given the fact that for the vast majority of the pupils taught, English was a second language. This means some pupils, particularly in the early Grade 1-3, may not have been conversant with English.

Personal Qualities

Personal qualities of the teachers covered such issues as dress and tidiness. The overwhelming majority of these teachers were rated as smart and presentable. On teachers' dress there were 475 (74.2%) while on teachers' tidiness there were 384 (60.0%) rated as up to expected standard.

Primary Teacher Effectiveness in the Country's Educational Philosophy

Each education system, the world over, is based on certain perceived ideological philosophy. Zimbabwe is no exception. On gaining independence, the political philosophy declared by the ZANU PF Government was socialism, based on Marxism-Leninism. The point to note, therefore, is that unlike developed and other established societies,

Zimbabwe's educational philosophy, which derived from the political philosophy, was enunciated as Education With Production (EWP). The success or failure of this philosophy by and large depended on the implementors - the teachers. It became imperative, therefore, to try and determine the effectiveness of teachers' efforts in implementing this philosophy. Under this section, the aspects assessed were: evidence of the socialist approach in lesson planning and teaching, education with production, involvement in school projects, and involvement in community projects (Table 23).

Table 23

Teacher Effectiveness in Education Philosophy

	Not Effective		Effective		Total	
	N	%	N	%	N	%
Evidence of Socialist Approach in Teaching	490	76.5	150	23.5	640	100.0
Education with Production	492	76.9	148	23.2	640	100.0
Involvement in Community Projects	475	74.2	165	25.8	640	100.0
Involvement in School Projects	465	72.6	175	27.3	640	100.0

The results, contained in Table 23, clearly show that *the overwhelming majority of primary teachers in the sample were rated as relatively ineffective in all the items that dealt with the country's political philosophy as it applies to education*. The results, according to the items assessed, were ineffective as follows: evidence of socialist approach in teaching 490 (76.5%), involvement in community projects 475 (74.6%) and Education With Production 492 (76.9%). In fact, the area or aspect where primary teachers were judged as leat effective was Education With Production which scored 76.9 percent under the "ineffective" column. This was in line with the results of studies by the Ministry of Education and Culture (1987),

Chivore (1989), Chivore and Nhundu (1993). The question is why were the primary teachers assessed found ineffective? An attempt to answer this question would be useful.

Education With Production is supposed to be based on Marxism-Leninism or scientific socialism. Scientific socialism is a critical tool employed to examine current and future education goals to foster development. As Karabel and Halsey (1977:72) observe:

> As a critical tool, it (Marxism) raises a host of questions about the role of the different educating and socialising agents and their inter-relations; about the relation between the individual's ideology and his actions; about the suitability of different kinds of schools and about the desirability of compulsory schooling itself, or about the nature of knowledge transmitted in education and its suitability for young people at different stages of emotional and intellectual development.

Given the type and calibre of leadership at various levels of the Zimbabwean society, and the historical circumstances obtaining in the country, one wonders whether there was comprehension of this complex political philosophy more so when it applied to education. The new political philosophy was neither understood nor practised by the leadership, politicians included. The reason was partly because the leadership was a product of the colonial system of education. Wandira (1972:32) sums it up well when he writes:

> On the one hand successful innovation requires the blessing of existing authorities. On the other, innovation by itself constitutes a departure from existing practices or notions. To make such departure dependent upon securing support from existing authorities builds conservatism into the very process of innovation.

In Zimbabwe Education With Production was centrally conceived by a leadership which did not understand or believe in it. The implementors (the teachers) knew the hypocrisy of these leaders. Consequently, they quietly refused to put Education With Production into practice.

The Minister of Education, in a speech at the Zimbabwe Foundation for Education With Production (ZIMFEP) Textile Exhibition on 5 December 1983, admitted the problem of the philosophy of EWP when he said that "Many people confuse it (EWP) with having a school garden or doing some manual labour and others tend to equate it with F2 schools of the past."

In a speech given at the Zimbabwe Staff College on 24 December 1984, the Minister of Education stated that "Education With Production is a philosophy, not a series of experiences. It brings together theory and practice seeking to make school experience meaningful and worthwhile in terms of real life activities outside the school campus."

Addressing a workshop on Education With production at Ranche House College, Harare, in may 1984, the Minister of Education asserted:

> Education With Production is about applied science, applied history, applied geography and applied language use. Similarly, the practical subjects such as Agriculture, Building, Metalwork, Woodwork, Fashion and Fabrics, Cookery and Nutrition etc... all have a wealth of theoretical roles and structures which should not be divorced from the acquiring of practical skills.

These were theories, fine words, and rhetoric. In practice there is ample evidence to show that the implementation of this philosophy was not effective. Among these include the 1987 ZIMFEP Evaluation, the 1982, ZINTEC Evaluation (Chivore and Masango, 1982), Chivore (1985, 1986), Chivore and Nhundu (1993) to name a few. The 1987 ZIMFEP Evaluation Report (1987:2) noted:

> ZIMFEP as a concept is at best associated with all practical subjects and at worst associated with Agriculture. There was no evidence to suggest that the concept could be associated with non-practical subjects.

Many more sources could be cited that clearly demonstrate that the philosophy of Education With Production was neither understood nor practised. Confusion on the part of the leadership, the crumbling of socialism on the international scene, and Zimbabwe's historical circumstances, all these factors made Education With Production ineffective. The lack of effectiveness of this philosophy among primary teachers noted in this study had nothing to do with the teachers but those who introduced this philosophy in the first place. Bluntly put, therefore, Zimbabwe has no ideologically-based education system. Education in Zimbabwe is now (1994) based on practical realities.

Summary

The purpose of this study was an attempt to establish an overall picture of primary teacher effectiveness using such variables as schemes, plans, records, learning aids, classroom management, class management, language and communication, personal qualities, and the country's education philosophy. The main findings were:

(i) On schemes of work and lesson plans, generally, these teachers were rated effective. The main problem was with evaluation in both areas. The situation was not helped by the fact that some schools did weekly plans or daily plans while others did scheme-plans. The picture in the country as a whole is totally confusing. While at college during their training, student teachers are taught daily planning but when they get into the field some are required to do scheme-plans, others daily plans. Teacher educators, that is the Department of Teacher Education at the University of Zimbabwe, the Ministry of Higher Education, the Ministry of Education and Culture and teachers' college officials must look into this problem and resolve it for the benefit of effective primary teaching in the

country. All primary teachers should know whether they should follow one pattern or are free to choose.

(ii) On records, primary teachers were rated ineffective in remedial records and individual pupils' records. These teachers were rated ineffective on the majority of items relating to teaching and learning aids. This was noticeable in aspects such as relevance of aids to lesson objectives, utilisation of a variety of aids, and utilisation of local teaching aids.

(iii) While on the whole these primary teachers were rated effective in class and classroom management, they were found wanting in more demanding skills such as lesson summary, individual pupil attention, role play, discovery method, and remedial work in class. Weaknesses in remedial work in class go hand in hand with weaknesses in keeping remedial and pupils' and individual pupils' records discussed under (ii) above.

(iv) Primary teachers were assessed and found effective in language and communication and mastery of subject matter. The present author believes this to be due to the entry requirements of 5 "O" levels, which include English Language when they enter training colleges. With some candidates entering primary colleges holding "A" levels while others do the B.Ed. Primary degree, the situation should even improve further.

(v) On the country's philosophy of socialism and Education With Production, the vast majority of these teachers were rated ineffective. In short, there is no educational philosophy, just as there is no political philosophy to talk about in Zimbabwe. This is through no fault of the teachers but the political leadership which preached about a philosophy they themselves neither understood nor practised. The international geo-political philosophical alignment was the last nail on this coffin.

Recommendations

The author is aware of some limitations of this paper. To illustrate, the scope and size of the paper did not permit detailed information to be included. Hence, only descriptive statistical analysis was used. Thus, information based on further analysis of results by say gender,type of school, location of school, teacher's experience, teacher's academic and professional qualifications could not be done under this discussion. Be that as it may, recommendations based on available information can still be made.

It was noted that there was confusion with regards to schemes of work and lesson plans. Some teachers did weekly lesson plans or daily lesson plans while others did scheme-plans. The Ministry of Education and Culture, the Ministry of Higher Education and the University of Zimbabwe's Department of teacher Education should make a firm stand as to which format is to be followed by both student teachers and qualified teachers.

Despite the fact that in terms of representation in the teaching force, female teachers were relatively more in the sample, in terms of headship, they were relatively and comparatively fewer. It is recommended that positive moves be taken to promote women to reflect their numbers. In fact, when effectiveness was further analysed according to gender female teachers were found to be more effective than their male counterparts. This means they are not promoted to posts of responsibility inspite of their competence.

Supervision by both heads and education officers was rated as ineffective. It is strongly recommended that the Standards Controls steps up supervision of primary teachers otherwise they will deteriorate into further ineffectiveness as years go by.

In-service courses should also be mounted from time to time by CDU and Standards Control so that primary teachers keep abreast with new developments in the curriculum.

The Ministry of Education and Culture should be bold enough to admit that as a philosophy Education With Production failed. In its place must be a philosophy based on practical realities of the Economic Structural Adjustment Programme (ESAP).

Conclusion

The present author would like to stress the point that while on the whole primary teachers were rated effective, there were certain areas where they were found weak. These areas make them qualify as average performers in terms of effectiveness. These weak areas should be looked into by teacher educators at the University of Zimbabwe, the Ministry of Higher Education, teachers' colleges, and the Ministry of Education and Culture. What seems to be happening is that some of the fine and effective training being done during training is not followed once student teachers become fully fledged teachers in schools.

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